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ABSTRACT

This report presents the results of a survey of teachers', parents', and the general public's views on the impact of the National Curriculum on Primary Education in Great Britain since the passage of the 1988 Education Reform Act. Chapter 1 of the report introduces the survey and presents a general review of the survey's findings, while chapter 2 explains the survey's questionnaire and interview methodology. The history of primary education in Great Britain is outlined in chapter 3. Chapter 4 reports teachers' views on: (1) standards related to academic subjects; (2) the National Curriculum in general; (3) change in classroom life; (4) assessment; (5) sources of influences over Primary Education; (6) aims of teaching; (7) classroom resources, including technology; (8) parental interest; (9) teaching standards; (10) effective teaching; (11) teaching methods; (12) beginning teacher competence;(13) school management; (14) appraisal of teachers; (15) school inspection; and (16) teacher morale. Chapter 5 reports the views of parents and the general public on several topics, including testing, quality, the purpose of Primary Education, and appraisal of teachers. Chapter 6 underscores some of the results reported in earlier chapters. Results of the survey described indicated that the National Curriculum has the support of teachers, parents, and the public for its general principles. Support is contrasted, however, by concerns about implementation. Rigidity, loss of spontaneity and creativity, denial of professionalism are all charges leveled at the introduction of the National Curriculum. Results confirm that concern has more to do with a conviction that implementation has actually hindered reforms and endangered the educational process. The report's appendices include the teacher questionnaire, the parent interview guide, the general public interview guide, and a collection of teachers' comments. (BC)

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